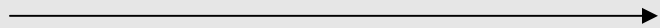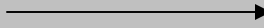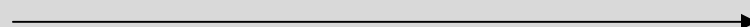# Supporting Evidence Rubric

Does the evidence align to selected skill at the complexity level intended to measure? *Yes (continue) No (can't score)*

	Nonexistent	**Minimal**	**Emerging**	**Progressing**	**Accomplished**
Response (Engagement) Mark the highest level achieved.	*May or may not be aware, but:* • Unable to perform any part • Unable to demonstrate any knowledge	*Attends and can respond:* • Indicates some attempt • Attends and can respond to task	• Responds to most or all of the task	• Engaged in task • Performing task relatively independently	• Engaged in task • Performing task independently
Support (Independent) Mark the highest level achieved.	• Requires full physical prompting – teacher assistance required otherwise there would be no response	• Requires prompts related to concept throughout the task • Physical – teacher assisting through touch • Verbal – repetition of the concept to instruct • Visual – providing a model or demonstration • Other prompting	• Prompt student to initiate task • Modeling by teacher • Model to follow • Cueing student to accurate response	*Prompting at this level does not involve instruction relating to concept or skill* • Prompt to initiate task • Prompt to redirect student to task • Repeat directions	• No prompting other than providing initial instructions
Accuracy Mark the highest level achieved.	*No independent response to activity:* • 0% without full assistance	*Responses may be correct or incorrect:* • 0-25% if done independently • 0-100% with prompting	*Performance may be inconsistent:* • 25-49% if done independently • 25-100% with prompting	*Performance is consistent:* • 50-79% if done independently • 50-100% with prompting	*Performance is consistent:* • 80-100% independently
Setting	• One Setting ⟶			• Multiple settings ⟶	
Frequency	• Minimum of three trials during the testing window ⟶				

After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.